

INNOVATIONS AND ADVANCED FOREIGN EXPERIENCES IN TEACHING MODERN INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS

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ANNOTATION

This article describes innovations and advanced foreign experiences in the teaching of modern information technologies in the higher education system, as well as the views of our country's and foreign scientists on pedagogical innovations. Advanced pedagogical technologies imply interactive teaching methods. These are discussion classes, negotiations, business games, educational projects, problem solving, case studies, etc. These methods help to increase the creative activity of students, solve economic issues, and find the most optimal ways to solve a problem.

Keywords: innovation, modern information technologies, pedagogical innovation, novelty.

Organization of highly effective training based on modern programs and technologies and training of qualified, competitive personnel is considered one of the priority issues in the higher education system. Today's demand for reforming higher education fundamentally changes the role of today's professor-teacher in terms of organization of studies with effective use of innovative technologies in the environment of information and communication technologies.

In the formation of the national information system, in the mass introduction of modern information and communication technologies (ICT), computer equipment and telecommunication tools in all spheres of economy and social life, in fully meeting the increasing demands of citizens for information, in entering the world information community and enjoying information resources. Education of informatics and information technologies is of great importance in the expansion of education.

The main goal of teaching "Informatics and information technologies" is to familiarize students with information and society, information technologies and systems, their role and importance in society, modern personal computers and their software, office programs and their new possibilities, information storage and its management systems, working with graphic objects on a computer, the basics of using practical programs in professional activities, modern programming languages, archiving files and avoiding computer viruses, information security, computer maintenance, the basics of models and modeling, computer networks and the basics of working with them, consists of a deep and comprehensive introduction to the basics of web design principles and methods.

Advanced pedagogical technologies imply interactive teaching methods. These are discussion classes, negotiations, business games, educational projects, problem solving, case studies, etc. These methods help to increase the creative activity of students, solve economic issues, and find the most optimal ways to solve a problem.

Conducting regular lecture classes in a traditional way, without advanced pedagogical methods, does not require the student to be active. Mastering the lesson seems easy, interest in science is not aroused. Creation of problematic situations, solving problems with the help of specific

examples, interest the student in science, increase his activity, help to think more broadly, strive towards the goal, create the necessary knowledge and skills.

The socio-psychological aspect of innovation was developed by the American innovator E. Rogers. He studies the classification of categories (types) of the participants of the innovation process, their attitude to the innovation, their readiness to perceive it.

Innovation (English innovation) is innovation.

A. I. Prigozhin understands the purposeful changes that introduce new, relatively stable elements to a certain social unit - organization, population, society, group. This is the activity of the innovator.

Abduqadirov A., Pardayev A. in their manual entitled "Methodology of using modern pedagogical technologies in education and training" elaborated on pedagogical innovations in education and described the definitions given to "innovation":

Innovation is such a content of possible changes of pedagogical reality that it leads to previously unknown, unprecedented state, result, developing theory and practice of education and training. This situation can be related to pedagogical reality as a whole and to its individual organizers (N.R. Yusufbekova).

Innovation is a topical and systematic self that appears on the basis of various initiatives and innovations that are promising for the evolution of education and have a positive impact on its development, as well as on the development of the wider space of education. (I.V. Nikishina)

Innovation (innovation) is the final result of the creation and implementation (introduction) of radically new or modified tools (innovation) that satisfy the specific demand of society and have a number of (economic, scientific-technical, social, environmental) effects (D. V. Sokolov , A. B. Titov, M. M. Shabanova).

Innovation (innovation) is the result of creative activity aimed at the development and distribution of new types of products and technologies, the introduction of new organizational forms, etc.

Innovation is the use of scientific research results and developments aimed at improving production activities, economic, legal and social relations processes in science, culture, education and other spheres of activity of society ("Innovative Management" reference manual). In the conditions of current society, culture and educational development, the teacher's innovative activity has become necessary. Innovativeness represents the pedagogical process and applies not only to its didactic device, but also to the socially significant results and mental image of the teacher. Innovation means openness, recognition of the opinion of others. The innovative activity of the teacher envisages the realization of the dynamics of conflict and mutual enrichment of different views. The effective implementation of the teacher's innovative activity depends on a number of conditions. It includes teacher's appropriate communication, impartial attitude towards opposing opinions, readiness to teach recognition of rational situation in various situations. As a result, the teacher will have a comprehensive topic (motive) that will ensure his knowledge and scientific activity.

The themes (motives) of self-activation, creativity, self-knowledge and creativity are of great importance in the activity of a teacher. This gives an opportunity to form the creativity of the teacher. An important condition for innovation is to create a new situation of communication. The new situation of communication is the teacher's ability to strengthen his independent

position, to create a new relationship to the world, to the science of pedagogy, to himself. A teacher does not get wrapped up in his own views, he opens up and becomes perfect through rich forms of pedagogical experiences. In such situations, the teacher's ways of thinking, intellectual culture change, and emotional feelings develop. The next condition is the teacher's readiness for culture and communication. The innovative activity of the teacher is aimed at changing the reality, finding solutions to its problems and methods.

A change in the pattern of communication between a teacher and a student is one of the conditions for innovative activity. New relationships should be free of elements such as demands, obedience to judgment, as in traditions. They should be built in the form of equal cooperation, mutual management, and mutual assistance. The most important feature of their relationship is cooperation between teacher and student.

Innovative activity is explained by the following main functions:

- conscious analysis of professional activity;
- a critical approach to standards;
- readiness for professional news;
- to be in a creative and creative relationship with the world;
- realizing one's potential, embodying one's lifestyle and aspirations in one's professional activity.

Therefore, the teacher appears as the author, developer, researcher, user and promoter of new pedagogical technologies, theories, concepts.

In the conditions of current society, culture and educational development, the need for innovative activities of the teacher is measured by the following:

- socio-economic renewal requires a fundamental renewal of the educational system, methodology and technology of the educational process. In such conditions, the teacher's innovative activity consists of creating, mastering and using pedagogical innovations;
- humanization of educational content requires constant search for new organizational forms and technologies of teaching;
- a change in the character of the teacher's attitude towards mastering pedagogical innovation and its implementation.

The analysis of the teacher's innovative activity requires the use of certain criteria that determine the effectiveness of innovation. Such criteria include novelty, optimality, high efficiency, possibilities of creative application of innovation in public experiments. Newness reflects the essence of newness, the level of innovation offered as a criterion of pedagogical innovation.

We will show how to use the method of working in groups in the teaching and learning process on the example of concrete training sessions, and we will analyze these methods of new innovative technologies.

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